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ABSTRACT

Family involvement in education is good for business, critical to children's school achievement, and important in creating strong and vibrant communities. This report discusses the role of businesses and employers in helping partners and family members be more involved in children's learning. Throughout the report, programs at specific companies are highlighted. The introduction, "Better Education Is Everybody's Business," notes that President Clinton's "Call to Action for American Education in the 21st Century" provides a focus for needed changes in education, while encouraging local initiative and business involvement. The next chapter, "Business' Bottom Line," discusses how employers can support employees who need to balance the demands of work and home and the research indicating that parents have a powerful influence on students. The third chapter, "Integration of Work, Family and Education," discusses company policies that support family and employee involvement in education, including flextime, part-time work options, telecommuting, and time off for school activities. This chapter also discusses how companies support families through worksite and offsite programs, including child care programs, employer-sponsored seminars, parenting and training programs, family support and information groups, resource and referral services, newsletters and Web sites, and literacy training for adults. The fourth chapter, "Community Based Efforts," notes that employers are providing resources, funding special school projects, establishing volunteer/mentor programs at many schools, and initiating public awareness campaigns about the importance of education and parent involvement. The report concludes with a discussion of the Partnership for Family Involvement in Education, an initiative to promote children's learning through the development of family-school-community partnerships. A Statement of Commitment is included, which employers can fill out and mail to the Partnership for Family Involvement in Education. Contains 14 references and a resource list of organizations, programs, and companies. (LPP)

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EMPLOYERS, FAMILIES AND EDUCATION

PARTNERSHIP
for Family
Involvement
in Education

PS 026103

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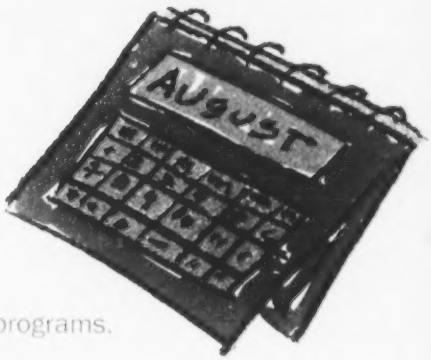
STRATEGIES FOR EVERY EMPLOYER

Everywhere today, home-school-work partnerships are promoting family involvement in the education of children. Businesses can:

✓ Create and promote policies that make it possible for employees to be involved.

- Time off for participation in school and child care activities
- Time off for first day of school
- Beginning and end of day flextime
- Lunchtime flex
- Work-at-home arrangements
- Compressed work week
- Part-time work
- Job sharing



✓ Support employee parents through work-based and community programs.

- Employee sponsored seminars
- Parent support groups and hotlines
- Education and parenting newsletter or customized on-line service
- Work-site based parent teacher conferences
- Literacy training for adults
- Parenting training programs
- Resource and referral services

✓ Work to improve child care through internal and community programs.

- On-site or consortium child care or satellite schools
- Child care subsidies such as vouchers, discounts or dependent care spending accounts
- Training, development and accreditation for community child care providers

✓ Work with schools to help them better meet the needs of employed parents.

- "Employee friendly" scheduling of school events
- Improved parent-teacher communication through newsletters or voice mail
- Interpreters for non-English speaking parents
- Family resource centers in schools
- Foster commitment to family involvement

✓ Participate in school-business-community partnerships to improve education.

- School-employee partnerships and volunteer programs
- Standards of excellence setting
- Access to technology for students, teachers and parents

EMPLOYERS, FAMILIES AND EDUCATION

Richard W. Riley
U.S. Secretary of Education

Marshall S. Smith
Acting Deputy Secretary

Terry Peterson
Counselor to the Secretary

Margarita H. Colmenares
Director, Office of Corporate Liaison

The U.S. Department of Education invites you to send us descriptions of your company's efforts to encourage parent and employee involvement in education. Please send your examples to:

Partnership for Family Involvement in Education
600 Independence Avenue, SW
Washington, DC 20202-8173

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EMPLOYERS, FAMILIES AND EDUCATION

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"Education is the engine that drives our economy."

U.S. Secretary of Education Richard W. Riley
1997 State of American Education Address

It has been two years since the publication of the first edition of *Employers, Families, and Education: Promoting Family Involvement in Learning*. During that time evidence has continued to accumulate that family involvement in education is:

- good for business
- critical to children's school achievement
- creating strong and vibrant communities

The quality of our schools is fundamental to America's future quality of life and economic vibrancy. Today's economy demands that all high school graduates, whether they are continuing their education or moving directly into the workforce, have higher levels of skills and knowledge. The *Goals 2000: Educate America Act* continues to encourage higher standards for student learning, local changes in curriculum and instruction, and broad-based community involvement in education. It has become increasingly evident that parent involvement in education contributes to the success of school improvement efforts.

At the 1996 National Education Summit in Palisades, New York, President Clinton and Education Secretary Riley joined the nation's governors and corporate executives to acknowledge that they have a common stake in the quality and performance of schools in this nation and a common interest in creating a prosperous future. Governors agreed to establish, in their states, internationally competitive academic standards, assessments to measure academic achievement and accountability systems. Business leaders will reward academic achievement when hiring by asking job candidates for transcripts, diplomas and portfolios. Corporate leaders also pledged to "adopt policies to support parental involvement in their children's education and in improving their local schools." When employers facilitate the involvement of working parents and employees, they enable concerned citizens to address pressing educational needs in their communities.

National interest in education was further heightened by President Clinton's State of the Union message in 1997, beginning his second term, which issued a *Call to Action for American Education in the 21st Century*. The President's ten points challenge all community stakeholders - including businesses, families, colleges, senior citizens, educators, community organizations and policy makers to work together for strong, safe schools with clear standards of achievement and discipline and talented and dedicated teachers in every classroom.

President Clinton's Call to Action

- Set rigorous national standards, with national tests in 4th-grade reading and 8th-grade math to make sure our children master the basics.
- Make sure there's a talented and dedicated teacher in every classroom.
- Help every student to read independently and well by the end of the 3rd grade.
- Expand Head Start and challenge parents to get involved early in their children's learning.
- Expand school choice and accountability in public education.
- Make sure our schools are safe, disciplined and drug free, and instill basic American values.
- Modernize school buildings and help support school construction.
- Open the doors of college to all who work hard and make the grade, and make the 13th and 14th years of education as universal as high school.
- Help adults improve their education and skills by transforming the tangle of federal training programs into a simple skill grant.
- Connect every classroom and library to the Internet by the year 2000 and help all students become technologically literate.

The President's Call to Action provides an excellent focus for needed changes in education, while encouraging local initiative and business involvement, which serve as important catalysts to give children in our communities the best education possible.

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Business' Bottom Line

In a 1993 survey of 3,400 employed men and women, the Families and Work Institute found that the effect of the job on personal and family life was reported as the second of five top factors in accepting job offers. Many employees "without access to flexible time and leave programs reported that they would or might switch employers, trade salary or other benefits, or trade off job advancement to obtain them" (Galinsky 1993). The Fortune Magazine Child Care Study revealed that 52 percent of absences are due to family-related issues. In addition to family friendly policies, business involvement in education appears to positively impact business' bottom line in terms of employee loyalty and satisfaction, expanded human resource development, productivity, retention, and recruitment.

Cost/benefits: John Hancock Mutual Life Insurance Company found family-friendly policies resulted in a total savings of $573,860 for the company in 1994 (related to employee time, increased performance, employee retention, and to stress reduction/health care cost prevention); the estimated payback for every dollar invested in family-friendly policies was $3.85.

An IBM study conducted by Richard Barnes in 1994 demonstrated that, in many cases, consumers were attracted to doing business with companies that were doing something "good" for the community (Barnes 1994). The study showed that when moving into a new community, residents also look for "good" companies with which to do business. This evidence of a link between corporate social responsibility and consumer behavior has an effect on the corporate bottom line. A Council on Economic Priorities survey reported that 78 percent of persons interviewed had switched brands and altered their buying habits based on information about companies' community involvement. In addition, the International Business Leaders Conference determined that it is important that businesses be perceived as good neighbors; their involvement in education adds value to both education improvement and a positive climate for their businesses (Peterson 1997).

Increased recognition of the importance of employers' involvement in improving education and working together in partnerships with schools, families and community organizations has resulted in a national Partnership for Family Involvement in Education. (The Partnership is more thoroughly discussed in the conclusion of this document. For more information, please call 1-800-USA-LEARN.)

The Economic Reality

The home front has changed. Today, single-parent families abound, dual wage earners are a necessity for many families and parents everywhere confront perplexing choices about how to use their time and energy. This affects a large portion of employees; according to the Bureau of Labor Statistics, 38 percent of the U.S. workers have children under the age of 18.

Another effect on parental involvement is the demanding and hectic nature of many parents' lives. Employees generally, and employee parents specifically, are often "stressed out" because they are juggling many roles and responsibilities, working longer hours, frequently for less money, and faced with

overwhelming expectations at both home and work. According to the Families and Work Institute, 26 percent of all employed parents work more than 50 hours per week (Families 1993).

It is not surprising that many parents experience what Secretary of Education Richard Riley dubbed "the time crunch." The Families and Work Institute (Galinsky 1993) showed that almost three-quarters of employed parents who spend more than 40 hours a week on the job also feel they do not have enough time with their children. In another nationally representative study, women were asked about how much they worried about a series of family issues. Overall, 51 percent reported worrying "a great deal" about families not having enough time together (Families 1995). When asked about their greatest family concern, insufficient family time was at the top of the list, even slightly higher than crime.

Parental Involvement

A newly-released 10-year study of 20,000 high school students and their families, conducted by Laurence Steinberg and funded by the U.S. Department of Education, found that parents have a powerful influence on students, as do peer groups (Steinberg 1996). Some of the strongest ways parents motivate their children are through attending school programs and extra-curricular events and talking with teachers.

The Steinberg study also found that many parents have become disconnected from their children's lives, especially during the teenage years. Although parents tended to view themselves as more involved with their children:

- One half of the students in this study said that they could bring home a grade of C or worse without upsetting their parents;
- One third said that their parents had no idea what they were doing in school; and
- 40 percent said that their parents never attended school programs.

Parents' view about their role in their children's education affects their involvement in school. Some parents believe that school and family constitute separate worlds, that it is the role of the school to educate children and that parents should leave schooling to the education "experts," while the family's role is one of caring and nurturing outside of school. Yet, according to a recent student survey, almost half of older adolescents would like for their parents to be involved in their education (National Commission on Children 1991).

The 1993 Families and Work Institute report, *The National Study of the Changing Workforce*, examined how involved today's working families are in their children's learning:

- Only 52 percent of employed parents of children ages 5 to 18 regularly attend school activities and events;
- Only 36 percent of employed parents help their children with homework daily;
- Only 31 percent of employed parents meet with their child's teacher to discuss school progress on a frequent basis.

Thirty years of research clearly show the link between educational achievement and parental and community involvement, regardless of socio-economic levels. In one study of reading comprehension levels in 4th grade classrooms, students with highly involved parents scored 44 points ahead of their peers whose parental involvement was low — even after adjustments were made for outside attributes, such as communities, classes and principals (Binkley 1996).

Yet many families are not fully involved in their children's education. This country cannot afford the educational failure faced by so many children. All children need support at home, in the community, and through their parents' employers if they are to be successful in school and beyond.

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"We strongly believe that effective education is a shared responsibility of parents, teachers, principals, students and the business community. Our future is inextricably linked to that of our children's."

William L. Boyan
President and Chief Operations Officer
John Hancock Mutual Life Insurance Company

Today, managing work and family obligations more often than not becomes a balancing act for employees. Given economic necessities, it has become increasingly difficult for families to participate in their children's education. In spite of an era of downsizing and scarcer resources, some employers have begun to establish internal and external policies and practices that help employees integrate their work and family lives and their subsequent involvement in children's education.

The kind of change required to meet new economic challenges is further confirmed by "The New Economic Equation Project." Sponsored by Radcliffe Public Policy Institute, the project "recognizes that the economic well-being of our nation will rest on a new, integrated relationship among work, family and community. Issues of economic change, workplace organization, family health and community vitality are highly interconnected. Work and family life should not be in opposition, but should enrich each other" (Joshi 1996).

Researchers at the Families and Work Institute have observed that employers respond in a variety of ways to the family and personal life concerns of their employees, often evolving from one approach to another in stages. Frequently, this evolution is from narrower to broader approaches; for example, moving from focusing on employed mothers in the beginning, to targeting other employee groups, but these stages are not always followed sequentially. Many employers also work on issues of two or more stages at the same time. The five stages of family friendliness are described on the next page.

THE FIVE STAGES OF FAMILY FRIENDLY COMPANIES

STAGE I: Employers focus on addressing women employees' child care needs. Overcoming an initial resistance to address these issues, the company might offer a child care resource and referral service to help employees find child care, or provide assistance in paying for child care.

STAGE II: Employers broaden their scope to include men, as well as women, to address a wider, more coordinated, comprehensive effort relative to family and personal life issues, and thereby expanding the definition of "family." For example, companies might add elder care resource and referral services, parental leave for mothers AND fathers, and beginning and end of day flextime. In communications to employees, they would position this expanded list of policies and programs as an integrated work-family agenda.

STAGE III: The focus shifts from work-family to work-life in recognition of the fact that companies are trying to address the needs of all workers throughout the life cycle. Employers realize that their programs and policies will achieve their intended effects only if they exist at the organizational core within a supportive culture. There is an expanded focus on communications: publicizing managers' commitment to work-life issues; finding managers to serve as role models; removing mixed messages within the organization; and trying to align policy with practice. Employers also focus on improving the way front-line supervisors handle employees' work-life experiences and on making the organizational culture more family-friendly, linking work-family issues to business strategies and other human resource issues, such as managing diversity, developing human capital, or improving quality.

STAGE IV: Using a work-life lens to focus on work and work processes, employers question how the organization of work affects both business productivity and personal tasks and/or family well-being. The answers become a catalyst for change as companies recognize that they can profit by looking at the whole person. Now companies characteristically look away from the notion of work-life conflict toward work-life synergy—looking for ways that work life and family/personal life can enhance, not detract from, each other.

STAGE V: Employers' efforts at family friendliness link community with company. Employers build a sense of community in the workplace and align efforts at work with efforts in the community, for example, supporting efforts to increase family involvement in children's education by providing more workplace flexibility and by participating in community efforts to do the same. Now companies also promote and provide training for skills (such as conflict resolution) needed at work, at home, and in community participation.

For employees spending a high proportion of their working hours on the job, the workplace becomes an excellent forum for family support and education. However, employees cannot do it alone; coordinated and cooperative efforts — whether internal to the company or in partnership with other community stakeholders — must be planned and developed to address this important work-life issue.

Successful implementation of internal company policies and practices that support family and employee involvement in education depends on selling top management, gaining widespread organizational support and ownership, and articulating and sharing benefits to the bottom line with managers and employees. Internal policies and practices related to family involvement in education could include flexible time and leave arrangements, job sharing, part-time work arrangements, employer-sponsored seminars and parenting programs, dependent care assistance, resource and referral services (including "hotlines"), on-site day care centers, education assistance benefits, and literacy training for adults.

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ACT, Incorporated, Iowa City, Iowa

As a non-profit organization serving the educational community, American College Testing (ACT) has long recognized the necessity of parental and other adult involvement in educational institutions. ACT provides family-friendly personnel policies and benefits such as flexible schedules and a 37.5 hour work week to its employees. It provides funding and technology to help involve parents in their teenagers' educational and career planning processes. It supports the education of most of its employees' children by contributing towards the costs of four years of a college or university education. In addition to encouraging parental/employee involvement in local school activities, ACT has provided significant funding for technology in local schools.

As a non-profit, ACT reinvests any earnings received from its programs back into educational services.

Internal policies that make it possible for employees to be involved in education

"I'm a single parent...the thing I appreciate because it helps me to be involved with my children...is the flexibility...my supervisor lets me work late or come in early in order to go to a program or a teacher conference at school...I use those two floating holidays to go on field trips or help in classroom or science projects or go to programs my kids are in..."

Teri Herbert
Power Grid Business Unit
Southern California Edison

Flextime

In a national survey, many employers reported a "dramatic reduction in both absenteeism and tardiness" when employees were given the option of working flexible hours. The survey also found that after three years of the flextime option, 64 percent of the firms reported turnover reductions (Friedman 1991).

Some employers offer flextime at the beginning and end of the day. Employees can choose to come in and leave earlier or later than the standard work hours. The band of flexible time at the beginning and end of the day varies from company to company; the wider the window of choice the more employees will be able to take advantage of flextime to be more involved in school activities. Overall, 29 percent of employees have access to flextime (Galinsky 1993). At GT Water Products, a small manufacturing company, almost half of the 23 employees work a flexible schedule.

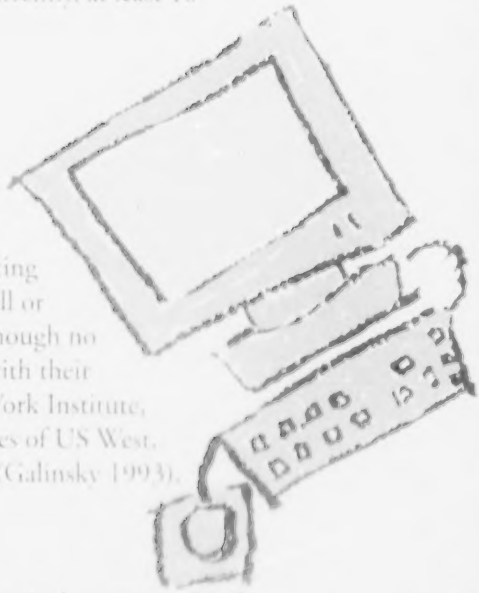
Another version of flextime is sometimes called "lunchtime flex." Employees who work for companies like IBM (which has a formal lunchtime flex policy), work longer days from start to finish, but can take 1 to 2 hours off at lunchtime — enabling them to visit a neighborhood school or eat lunch at their child's day care center.

Part-Time Work Options

Employers can offer flexibility by allowing part-time work or job sharing. Overall, 57 percent of employees work for organizations in which part-time work is available (Galinsky 1993). According to a study by the Families and Work Institute, many employees, including 19 percent of those with young children, say they would willingly trade a full-time income for a part-time one in order to spend more time with their children (Galinsky 1993).

Job sharing is another way to create part-time work. One example can be found in the Jefferson County Public School System in Kentucky where teachers are permitted to job-share; currently, at least 10 elementary and high school classrooms are shared between two teachers.

Telecommuting



Recently there has been much talk of work-at-home, or telecommuting. Allowing employees to work at home on a regular basis (when appropriate to the job) gives them extra flexibility in arranging how and when they get work done, and saves them commuting time. Employers who offer telecommuting opportunities have generally reported that employees continue to perform as well or even better than they had when they worked on-site. Such an arrangement, although no substitute for child care, allows parents to be at home after school, have lunch with their children, or be available to meet with school staff. According to Families and Work Institute, 24 percent of employees have access to work-at-home, including many employees of US West, The Traveler's Companies, and the U.S. Departments of Justice and Education (Galinsky 1993).

Time off for school meetings and special activities

Many employers have taken flextime a step further. Organizations that wish to actively promote family involvement in education have established educational time-off policies which they make available to all employees, whether or not they have dependent children. This encourages all employees — grandparents, aunts and uncles, neighbors and concerned citizens — to become involved in the lives of children in the community.

Some employers allow parents to be absent or late on the first day of school so that they can accompany their children to school, meet classmates, teachers, and other staff, and, in schools that permit it, spend some time with young children to acclimate them to the new setting. RJR Nabisco and NationsBank, among others, have such a policy.

Other employers allow a certain number of hours or days off to participate in school activities. School Specialty, a school supply company, allows each associate 24 hours each year of paid time on educational activities. Those employees who do not have children in school are able to participate in programs with one of the company's local partner schools. On a regular basis, School Specialty associates participate in reading groups, art projects, and special events at the Badger School in the Appleton School District, Wisconsin.

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Companies are supporting families through worksite and offsite programs

Child Care Through Internal and Community Programs

Our nation will be unable to meet point four of President Clinton's *Call to Action*, "expand Head Start and challenge parents to get involved early in their children's learning," unless the quantity and quality of child care is improved. This is of crucial importance, because child care is often children's first learning experience outside the home, and studies reveal that the current quality of early care and education is uneven. Employers' growing awareness of the importance of quality child care and good schools as a matter of public concern has reinforced their own efforts to support working parents who are in their employ relative to child care needs and school improvement. Across three national surveys, employers reported that recruitment and reduced absenteeism were the two most strongly perceived benefits of company child care initiatives.

Consequently, business involvement and efforts have increased. Responding to the need for available, affordable, and quality child care, many businesses are now providing child care for their employees. They are sponsoring child care resource and referral services, collaborating in the training of child care providers and in promoting accreditation, and subsidizing the high costs of child care.

Thirteen percent of large employers provide child care for their employees through on- or near-site centers; such companies include Merck & Company, Inc., SAS Institute, Inc., and Campbell Soup Company. Several organizations that cannot afford to support a center on their own have joined with other employers to form a consortium child care center. One such center, in Randolph, Massachusetts, is co-sponsored by Codman & Shurtleff (a division of Johnson & Johnson), Dunkin' Donuts, and New England Telephone.

Marriott International, Atlanta, Georgia

As part of an industry that relies heavily on hourly service workers, Marriott has always been interested in understanding and responding to the needs of lower income employees. So it was natural for the human resources department at the Atlanta Marriott Midtown Suites to play a lead role in collaborating with local hotels to create a family center for their employees. In 1997 the hotels, which include the Omni Hotel at CNN Center, the Hyatt Regency Atlanta Hotel, the Marriott Midtown Suites and the Atlanta Marriott Marquis, will open the doors to a state of the art child care and family resource center in downtown Atlanta.

Because many service employees work non-traditional hours, Atlanta's Children's Inn will provide subsidized child care 7 days a week, 24 hours a day. It will accommodate 250 children, and in addition to child care it will provide a variety of family services including nutrition counseling, parenting education workshops, a community resource center, and a "Get Well" child care program for children with minor illnesses. Tuition is set on a sliding fee scale based on family income and size, with low-income families paying no more than $60 to $85 weekly for child care.

Child care resource and referral services, available to 20 percent of employees nationwide, give employees access to trained specialists who can refer them to available child care openings in their communities, and provide educational materials to help them choose quality care (Galinsky 1993). Employers either provide an in-house referral service or contract with an outside service; multisite organizations can contract with one of a number of services that operate nationwide.

Providing quality child care is costly. In turn, it is expensive for parents. To ease this burden, employers such as Levi Strauss & Company have adopted programs that help employees pay for child care, sometimes on a sliding fee scale based on the employee's salary. Other employers arrange discounts for their employees at specific child care centers in the community. Fifty-five percent of large companies take advantage of federal tax law by offering Dependent Care Assistance Plans (DCAP), which allow employees to set aside up to $5,000 of their pretax salaries for child care expenses.

Employers can also work to improve child care in the larger community. For example, the American Business Collaboration for Quality Dependent Care (ABC) consists of over 100 companies and public/private organizations that have committed more than $127 million to improve the quality and increase the quantity of child and elder care in more than 4 dozen communities around the country. Projects vary widely, because they grow out of regional needs, but some examples are science and technology summer camps (in which school-age children work with professional scientists and engineers); a training program for teachers of infants in child care; and a toy lending library and resource room that provides equipment, materials, toys, and technical assistance to area child care homes and centers.

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Designed and initiated by the BankAmerica Foundation and the California Child Care Resource and Referral Network, the "California Child Care Initiative Project" includes 500 corporations, local businesses, and public sector funders that have contributed $7.8 million since its inception in 1985. They have recruited more than 4,400 home-based providers and trained nearly 30,000 new and experienced providers. This project was replicated in Michigan and in Oregon with funding from the states and the Ford Foundation.

Employer-Sponsored Seminars

Employer-sponsored seminars can cover a wide range of topics. Seminars at the workplace are typically run by local parenting experts or through contracts with national or local child care resource and referral services. DuPont has developed lunchtime seminars whose topics range from "What to Expect in Kindergarten" to "How to Connect With Your Teenager."

"Parenting for Education" is a parenting seminar series developed by U.S. West Education Foundation to promote school success. Employers and community groups purchase the 8-hour program, which includes a kit for trainers and materials for parent participants. Interactive exercises and structured discussion groups aim to give parents the understanding, confidence, and skills they need to become positively involved in their children's education.

GTE Corporation

Each year, GTE sponsors a one-day seminar on the ABC's of college planning. Since the centerpiece of the seminar is a broadcast teleconference, GTE employees all over the country and their families can participate.

The teleconference brings together experts in the field of college planning, who proffer advice on everything from choosing a school to getting accepted and navigating the maze of financial aid. They are followed by a panel of other "experts" — a diverse group of recent college graduates and current students, who participate in a moderated discussion of college life.

Before and after the teleconference, local sites are encouraged to build on the program. GTE arranges for most locations to offer an SAT workshop. In addition, many of the sites arrange college fairs in conjunction with the telecast, bring in local school superintendents or other education experts, and invite local high school students and their families to participate as well. The seminars have been a huge success: in the past 2 years, thousands of people participated in over 30 GTE sites around the country.

Parenting and Training Programs

Parenting and training programs for parents are managed both on and off business work sites. A few of these programs are described in the following paragraphs.

Parents as Teachers (PAT) is a home-school-community partnership program designed to support parents of children from birth to age 5 through home visits by parent educators, parent support groups and a referral network. Established originally by four school districts in Missouri, PAT is now mandated as a service in that state, and has been replicated in hundreds of other school districts around the country. Honeywell and Motorola have each adapted the program for their employees.

Home Instruction Program for Preschool Youngsters (HIPPY) is an early intervention program designed to support parents as a child's first and most influential teacher. The program is delivered by paraprofessionals, themselves former participant teachers in the program. During home visits and group meetings, they role play the educational materials with the parents. This sets up successful learning experiences for the parent and child, who work together with the materials 15-20 minutes each day. Hasbro, Bank of Boston (in Chicago), Primerica (in New York City), and Baltimore Gas and Electric have all contributed substantial funding and in-kind donations to HIPPY.

MegaSkills is a parent education program that trains individuals to run workshops for families. Workshops teach parents how to foster skills that build school success, such as confidence, motivation, responsibility, teamwork and problem solving. The Fort Wayne, Indiana Chamber of Commerce and Merck are among the many employers to sponsor MegaSkills programs for employees and the community.

Ambassadors for Education is a program disseminated by the National Association of Partners in Education (NAPE). Delivered in the form of a hands-on workshop, it is designed to get adult community members more involved in the schools. Some employers, such as UNUM Life Insurance, BellSouth, and Shell Oil have sponsored workshops for their employees.

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Southern California Edison

Realizing that parents are a child's first teachers, Southern California Edison (SCE) actively supports a parent education program called the Parent Institute for Quality Education. Through an eight-week course provided through local schools, the Parent Institute encourages low-income, ethnically diverse parents of elementary and middle school children to take a participatory role in the education of their children. Courses are customized to meet parents' concerns, but always include a focus on how parents can play an active part in their children's education, both at home and by working in partnership with their school.

In addition to supplying substantial funding for the Parent Institute, SCE works with leaders of the group to bring in other funds. Because schools offering the training must also put up a portion of the costs, they have a stake in seeing that the training works, and that parents really are offered ways to get more involved. In the past three years, SCE has sponsored classes for more than 8,300 parents. Many graduates have lauded it as a real "eye-opener," and have gone on to recruit other schools into the program. In recognition of the program's effectiveness, SCE provided a $100,000 grant, which was matched by the LA Annenberg Metropolitan Project, to help meet the demand for this parent training.

Family Support and Information Groups

MELD is a service that runs family support and information groups for teen mothers and fathers, single parents, parents of children with special needs, deaf parents, immigrant families, and other new parents. Programs are offered in dozens of communities nationwide. Employers can refer parents to local groups as well as make MELD parenting materials available to employees at the workplace. In Utah, the Internal Revenue Service distributed MELD materials to its employees. MELD also welcomes volunteers and both in-kind and financial donations.

Resource and Referral Services

Some employers, such as John Hancock and Southern California Edison, have established family resource libraries from which employers can borrow books or videos. Some employers contract with providers of parent resource hotlines. Employees can call an 800 number for advice and information on education-related issues, such as how to motivate their child, how much to help with homework, or how to help a child who is having trouble with math. Ameritech has a "teenline" — a telephone hotline that provides counseling specifically on teen-related issues. Employees of Marriott International call their company's "Associate Resource Line" to consult in one of 17 different languages on issues ranging from child care needs to accessing community services.

Hospital of Saint Raphael, New Haven, Connecticut

Knowing that its surrounding neighborhood lacked a public library, the hospital of Saint Raphael, a non-profit employer of about 3,000 employees, decided to create an after-school reading room for local families. The reading room, located in space provided free of charge by the New Haven Police Department, is staffed by volunteers from the hospital staff and the community.

Books are donated by hospital employees and the hospital's Auxiliary. Since the reading room is widely used by children after school, it is also stocked with reference materials, maps and computers. Volunteers assist children with their homework and serve as mentors.

Organizers report that parents frequently join their children to help with school projects, or check on their children's progress with the reading room volunteers.

Newsletters and Websites

Some employers provide employees with newsletters and other materials or sponsor employee subscriptions to parent newsletters, such as *Work & Family Newsletter* or *Education Today*, which is typically customized in some way and distributed free-of-charge to all interested employees. The FamilyEducation Company™, which publishes *Education Today*, has also developed an information-rich web site, along with a service that helps school districts build their own web sites to connect schools, families and communities. Through these sites, parents have access to minutes from school board meetings, curriculum information, online discussions with their peers, and more.

Discovery Communications, Inc. is dedicated to providing quality educational programming for both children and teachers from pre-school to high school. The Discovery Network's *Educator Guide* is issued twice a year and contains a wide variety of information on Discovery Network's educational programs and initiatives. In addition, Discovery has launched an online service called Discovery Channel School Online. This service provides teachers from grades K-12 with lesson plans, curriculum-based activities and pre-screened, related websites. A group of Subject Area Managers (SAMs) are online educators who provide peer-to-peer support in curriculum-based areas of study including: science and technology, social studies, natural science, arts and humanities, contemporary issues, library technology, media literacy and general discussion.

Literacy Training for Adults

Literacy training has become a business necessity; it has a crucial role to play in family education as well. MIT economist Lester Thurow estimates that only 20 percent of adult Americans have the work skills or education to be competitive in the global market. Parents and other adults who can read to children help them develop the love of words that will ease them along the challenging road to full literacy. Adults who demonstrate the value of learning by continuing their own studies, and the value of reading, by reading to children or themselves, are important role models.

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Work with Schools to Help Them Better Meet the Needs of Employed Parents

In efforts to improve schools, employers are providing resources, funding special projects, and establishing volunteer/mentor programs and other programmatic initiatives for one or more schools. A few businesses have set up schools on-site for employees' children. Some businesses have initiated public awareness campaigns about the importance of education and parent involvement. Others have joined broad local, state and national community collaboratives to support, for example, school improvement and reform, curriculum development or access to technology in communities in which they have a visible presence.

Employers can encourage and support schools' goals to provide on-going parent communication through the use of technology (set up hotlines, voice mail or e-mail for area schools). For example, Pacific Bell Company provides a voice mail system at low cost — $50 a month for 25 mailboxes — to California schools, so parents and teachers can leave messages for each other.

IBM Corporation, Charlotte, North Carolina

The Charlotte-Mecklenburg School District (CMS) in North Carolina and the IBM Corporation are working to ensure that parents have access to state-of-the-art communications technology that will enable them to take a more active role in their children's education. Beginning in CMS' newest complex of schools called the Governor's Village new software called Wired for Learning, developed by IBM, allows parents and teachers to contact each other, but it is far more than just electronic mail. Parents can use the software to receive information on homework assignments, view their children's completed work, teacher evaluations and see how their children are progressing in relation to the district's academic standards.

Although the program can be accessed through online services, families don't need to have their own computer to use it. They are welcome to use the schools' computer labs, which are open days, evenings, and weekends. Or they can access the service at other neighborhood places, including a community center located at the public housing project where many of the children live.

As part of IBM's partnership with the school district, parents are also encouraged to sign a contract agreeing to volunteer an hour each week for each child attending school at the Governor's Village. Parents help out in the classroom, tutor children, accompany them on field trips or work with them on special events or assemblies. Since the Governor's Village opened in August, 1996, 200 parents have signed the contract, and all of them have been trained to use the customized software.

Companies could also help schools establish parent resource rooms. Employers can fund special projects aimed at improving parent-teacher relationships. Colorado National Bank, Security Life of Denver, US West, and KCNC-TV are among the employers who underwrite the costs of a Denver homework hotline staffed by teachers. SBC (formerly Southwestern Bell) funded the creation and dissemination of two booklets, one for parents and one for teachers, on practical ways to support each others' efforts and approach parent-teacher conferences.

For some companies, it might be difficult for workers to take time off during the school day. One solution to this problem is to bring school services to the work site. When time is of the essence, but families want and need to stay in touch with their children's schools, employers can assume the responsibility of bringing expertise to the company.

Representatives from the Newton-Conover School System approached the hosiery manufacturer, Ridgeview, Inc. with a novel idea; the school district might be better able to serve the children of Ridgeview's 325 employees if guidance counselors could make monthly visits to parents at the work site. Through Project PIECES (Parents, Industry, Educators Cooperating for Educational Success), guidance counselors visit each of two Ridgeview work sites once a month and meet with each parent for fifteen minutes, during which time the employee still receives pay. Counselors come prepared with students' records, report cards, and comments from teachers. Counselors have built relationships with parents who formerly had little contact with the schools, especially non-custodial fathers. Spurred by the success of this program, Ridgeview now offers employees, who have been with the company for more than five years, extra paid vacation days to be used for such reasons as going on school field trips with their children and participating in other activities.

Some employers have actually developed schools on their grounds for employees' children, either through partnerships with public school departments or by opening private schools. Principal Financial Group in Des Moines, Iowa, led the Des Moines Business/Education Alliance in opening two schools central to many employees in downtown Des Moines. The schools have extended lunch hours so parents can join their children for lunch and the calendar year.

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Hewlett-Packard Company, Santa Rosa, California

Recognizing that employees' schedules made it difficult to keep in contact with their children during the school day, Hewlett-Packard, the California computer corporation, teamed up with the Santa Rosa City School District to establish the first work site public school on the West Coast. The Hidden Valley Satellite School, a branch of the Hidden Valley Elementary School one mile away, is located on 2.6 acres of land adjacent to the company's Santa Rosa plant. With priority registration for Hewlett-Packard employees, more than 75 percent of the students' parents are Hewlett-Packard employees.

The company's flextime policy enables its employees to take advantage of their proximity to the school by visiting their children during the day. Teachers report that parent participation is higher than they have seen at other schools, especially among fathers. Hewlett-Packard employees often join their children for lunch. The Hidden Valley Satellite School also encourages parents to volunteer in the classroom, and teachers work with parents to determine the best type of help for each class. Parents serve as teachers' aides, help children with projects, and even provide hands-on instruction in subjects like math and science.

Many companies focus on creating educational and child care opportunities for school-age children before and after school and during vacations. This support to employees with school-age children, during non-school hours, relieves parents from the stress of "latch key" concerns.

John Hancock Financial Services, Boston, MA

Some parents may worry about what to do with their children during school vacations, but not those who work at John Hancock Financial Services. Thanks to the company's "Kids-to-Go" program, they can bring their children to work with them on school vacation days. The children are met at corporate headquarters by staff members from a nearby social service agency. Using John Hancock as a "home base," the children go on field trips in and outside of Boston. Past activities have included roller skating, bowling and visits to museums and theaters. Some of the children have made lasting friendships. Moreover, the children represent a very diverse population which has helped to make the program such a success.

Connecting Company Efforts to School Improvement

Companies are offering incentives and direct support to teachers and students in the basic skills, literacy, science and technology. Incentives can be financial or opportunities for postsecondary education and training. Direct support can be, for example, providing materials, access to technology, and subject matter and curriculum area expertise with a focus to improving student achievement.

Pizza Hut Corporation

Pizza Hut has a twelve-year history of helping improve reading. Its most recent addition is an effort to help motivate children to read during the summer, in conjunction with the U.S. Department of Education and Secretary Riley's Partnership for Family Involvement in Education. This effort, called Read*Write*Now!, encourages children to read 30 minutes a day and with a reading partner at least once or twice a week, learn a new vocabulary word a day and obtain a library card — and use it! Children are rewarded at the end of the summer with a personal pan pizza. Read*Write*Now! is part of President Clinton's effort to help every child read well and independently by the end of the third grade.

Pizza Hut also founded the BOOK IT!® National Reading Incentive Program, a school-based program aimed at motivating children in grades K-6 to read by rewarding them for their reading accomplishments. Nearly 22 million children in 890,000 classrooms across the country currently participate in BOOK-IT!®

Employers can provide resources for one or more schools. The employers may donate used equipment or special expertise, and employees may be given paid time off to volunteer. For example, United Technologies Corporation contributes financial and technical support to provide Internet access to all public schools and public libraries in Hartford, CT. Each school is provided with an Internet connection kit, a telephone/modem line, phone line maintenance costs for one year and Internet training for teachers. United Technologies employees serve as project volunteers at each school site to assist in site planning, project execution and Internet training. This effort was originally part of ConneCT '96, a statewide effort to bring the vast resources of the Internet to every school and library in Connecticut.

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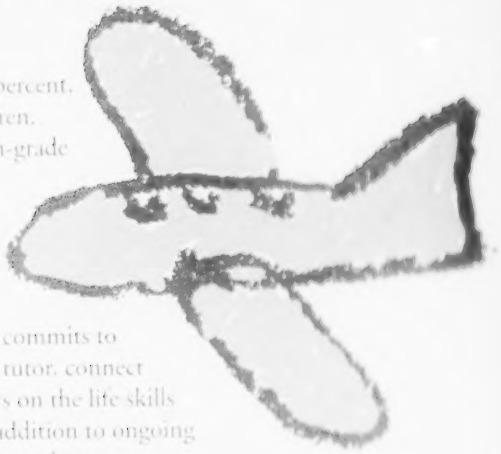
United States Army

U.S. Army units and installations have formed successful partnerships with local schools around the country since the mid 1980's. These partnerships are designed to improve the academic, social and development skills of all children who are in need at the schools. Programs are tailored to meet specific local needs.

One outstanding example of the Army's partnerships can be found at Fort Hood, Killeen, Texas. The Parental Involvement Program, one element of the Fort Hood 2000 education initiative, is a huge success. Designed to increase parents' participation and involvement in the learning process, the program initially required soldiers with children in local schools to attend all parent-teacher conferences as part of their military duty. After the program was piloted in 1994, the local district recorded great gains in student achievement. As a result, the local Chamber of Commerce endorsed a plan to expand the program beyond Army families. Today, employers throughout the local district give parents time off to attend regular, frequent parent-teacher conferences.

Organizations can also contribute in-kind donations to a program or a cause. For example, a community homework hotline that helps children with homework might need donations of phones or voice mail. Or, business executives might offer to do pro-bono consulting on budgeting to schools. Efforts by companies to foster school improvement assume many forms. There can be direct partnerships between a company and a school in which the company's support could include assistance with curriculum development, support to teacher preparation and professional development, and technologically connecting schools to schools, teachers to teachers, students to students, and school to home. Companies can also provide long-term mentoring of students throughout their school career and scholarship assistance.

United Airlines
In Chicago, where the citywide dropout rate for high school students is fifty percent, United Airlines has decided to make a difference for one small group of children. In 1995, the company "adopted" the fifty students who were then in the sixth-grade class of an inner-city elementary school. The company will continue a partnership with these students until they graduate from high school, when the company has pledged to pay up to four years tuition and fees at any state university for each student.



Each of the students, called Believers, is paired with a United employee, who commits to spending time with the student twice a month for at least one year. Mentors tutor, connect students with resources and opportunities, listen and generally coach Believers on the life skills necessary for healthy interactions in the world beyond their community. In addition to ongoing training for these employee mentors, United sponsors a regular series of events and programs including retreats, picnics, parties, a performing choir made up of class members, field trips to cultural and sports events and trips behind the scenes at the O'Hare airport.

Raising Public Awareness and Commitment to Education

At the national level, in the fall of 1996, Discovery Communications co-hosted a special with the National PTA on the *Parent Connection*, a show full of useful tips for parents and schools on increasing parental involvement. In April 1997, President and Mrs. Clinton are hosting a White House Conference on Early Child Development that stresses the importance of parents being actively engaged with their young children. Following the conference, ABC will air a prime-time television special called *I Am Your Child*, hosted by Tom Hanks and produced by Rob Reiner, which is expected to reach millions of viewers. This special will examine how a child's brain develops and the importance of parental involvement during the first three years of childhood. Additionally, the U.S. Department of Education plans to release materials that parents can use for reading to pre-kindergarten children.

Ashland, Inc., Ashland, Kentucky
Since the 1982-83 school year, Ashland, Inc. has committed its corporate regional advertising budget to a campaign designed to increase public awareness of educational issues. The company has produced both broadcast and print advertisements about such topics as dropout prevention, teacher appreciation, and business-education partnerships.

The 1996-97 school year's advertising campaign focuses on "school to career." Using the tagline "Put the power of education to work," the advertising promotes the importance of high academic standards. The company continues to produce its free newsletter for parents, Parent Power, which it launched in 1993. Ashland also plays a significant role in statewide education reform in both Kentucky and West Virginia, spearheading the formation of business partnerships to promote the states' educational goals.

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	Flexible Schedules	Job Share & Part-time Work	Work Sponsored Seminars & Resources	Child Care Services	Non-school Hour Programs	Volunteerism & Mentoring	Support for Parenting Programs	School Improvement Efforts	Policy/ Legislative Efforts	Catalyst for Community Collaboration	
ACT	•	•	•		•	•		•		•	
Discovery	•	•	•	•		•	•	•	•	•	
FamilyEducation Company™	•	•	•		•	•	•	•	•	•	
GTE Corporation	•	•	•	•	•	•				•	
Hemmings Motor News	•	•	•			•	•	•		•	
Hewlett-Packard	•	•	•	•	•	•	•	•	•	•	
IBM	•	•	•	•	•	•	•	•	•	•	
John Hancock Financial Services	•	•	•	•	•	•	•	•	•	•	
Marriott	•	•	•	•	•	•	•	•	•	•	
Mattel	•	•	•	•	•	•	•	•		•	
Pizza Hut	•	•				•		•			
School Specialty	•	•	•		•	•	•	•	•	•	
Southern California Edison	•		•			•	•	•		•	
United Airlines	•	•	•		•	•		•	•	•	
US Army	•	•	•	•	•	•	•	•	•	•	

The above matrix demonstrates a range of employer policies geared towards improving education. For demonstration purposes, the employers highlighted show a wide range of practices that encourage family and employee involvement; they also serve on the Employers for Learning working group of the Partnership for Family Involvement in Education.

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Conclusion: What's Possible?

Our country is poised at the brink of a challenging future. Businesses and other employers could not survive today without the contribution of their employees — their human capital. Education is critical to sustainable economic and community development. Good schools attract families to a community, keep businesses there and generate community ties. High performing schools can create opportunities, provide young people and adults with essential knowledge and skills, and connect families to critical services and support necessary to take advantage of emerging economic opportunities. Recognizing their important role in enabling more parents and employees to become involved, many employers have joined the nationwide Partnership for Family Involvement. The Partnership is a broad-based coalition of thousands of schools, families, employers, government and the community that have joined together to address intersecting concerns. Strategies that improve education and increase community cohesion are essential to the long-term success of economic and community development efforts.

The Partnership for Family Involvement in Education

What is the Partnership's mission? To promote children's learning through the development of family-school-community partnerships.

Who are the Partners for Learning? Thousands of employer, family, school, community and religious groups comprise the Partnership. They have come together to support student learning to high standards. These Partners represent a growing grassroots movement across this country organized into four areas:

- *Employers for Learning* promote policies and practices, such as providing flex or leave time to attend parent conferences, volunteer in schools, and/or sponsor parent training and child care through the work-site or in the community.
- *Family-School Partners for Learning* support home-school partnerships to encourage reading, monitoring homework and participating in at-school activities such as school conferences.
- *Community Organizations for Learning* support learning communities through organized before- and after-school and summer activities to help make streets safe for children and support supervised recreational activities.
- *Religious Organizations for Learning* provide parent education programs, sponsor cultural programs, make their buildings available for activities and support out-of-school learning.

Sign on forms for all interested groups are available on the Partnership's web site — http://www.ed.gov/Family — or by calling 1-800-USA-LEARN.

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"Together, we must commit ourselves to a bold plan of action."

President Clinton

The long-term goal of the Partnership is to be a catalyst at the community level, that is to create communities where:

- employers encourage employees to get involved with their community and schools;
- schools openly welcome parents and volunteers;
- communities provide safe, creative after-school activities for children; and
- churches support parents in their family and work roles

One corporate sponsored project that works towards this goal is "Hand in Hand: Parent-Schools-Communities United for Kids," a national campaign, funded by the Mattel Foundation, which strengthens community partnerships focused on parental involvement. This community-based initiative and the company's paid leave policy were developed in response to a national parent survey revealing that educational involvement is a priority for parents, but that many lack information or time to participate in schools. Low-income workers, in particular, noted a lack of time, and said they needed the support of employers willing to provide them with the flexibility to visit classes during school hours.

Hand in Hand has produced and distributed public service announcements in various languages, as well as brochures, posters, and newsletters. Eight model communities sponsored by the program have conducted events such as "Parent Summit," "Take Our Parents to School Week," "Library Card Sign-Up Day," and "Kids' Turn to Teach." They have also sponsored career and resource information fairs for parents, and recognition ceremonies for teachers, parents, and community volunteers.

Some business executives are making it their business to increase family and employee involvement at the local level. For example, small businessman Terry Ehrich, Publisher and Editor-in-Chief of Hemmings Motor News, has acted as a catalyst and organized a group of concerned citizens in Bennington, Vermont to look at ways of encouraging parent and community involvement in education. Working at the local level, these efforts parallel those of the Partnership for Family Involvement in Education by including schools, businesses, religious organizations and community organizations.

This hands-on effort has piqued the interest of school officials, organizations like the United Way, the Bennington Rotary Club, representatives of the Bennington Area Chamber of Commerce and the Better Bennington Corporation.

Currently in an embryonic stage, the group is looking to fill gaps and coordinate rather than duplicate the efforts of existing programs. As it continues to develop and grow, this local initiative expects to maintain its focus on encouragement and support to family involvement in education throughout its community.

"The sky's the limit... It's only limited by what our creative energy is... I'm hoping that Bennington will become a community in which parental involvement will be expected."

Terry Ehrich
Hemmings Motor News

JOIN THE PARTNERSHIP FOR FAMILY INVOLVEMENT IN EDUCATION...

EMPLOYERS FOR LEARNING PROMISE

A strong and vigorous economy, for our employers and our nation, depends upon an educated, skilled, and competent citizenry. Today's students are tomorrow's citizens, and are our long-term investments for the future.

Employers play an important role in the school-improvement efforts on local, state, and national levels. We can now multiply the effectiveness of such efforts by enlisting our current employees as partners in the campaign to support and better the American educational system. Any company, regardless of its size, can take steps to support parents in its workforce and to support local education.

Over 30 years of research findings shows that greater family and adult involvement in children's learning is a critical link to achieving a high quality education. Small investments that enable employee participation in students' academic success, and in our education system, lead to a win/win for everyone:

EMPLOYERS WIN by helping prepare a highly-skilled and globally-competitive workforce.
EMPLOYEES WIN by making positive differences in children's education and in their local schools.
SCHOOLS WIN from increased parental and community involvement.
STUDENTS WIN from better education.

We recognize there are many ways to get started, for example:

- Contact local school to discuss opportunities for cooperation.
- Explore with employees ways in which they can help children learn.
- Explore with employees ways in which they can help local schools better educate their students.
- Explore policies and practices to encourage and enable employee involvement in schools and learning.
- Participate in a national activity of the Family Involvement Partnership for Learning, a coalition of families, schools, communities, religious groups and employers.

We commit to:

- Identify a contact person, authorized to explore and develop options for company involvement in our family-school-work-community initiatives.
- Take action to implement or strengthen programs.
- Share best practices after evaluating programs annually.
- Build partnerships in our community to promote and coordinate efforts to increase family involvement in children's learning.

Statement of Commitment

We are signing on as a member of the Partnership for Family Involvement in Education and we commit to the Employers for Learning Promise. We agree to a common goal of increasing family and employee involvement in children's learning. (Please type or print the following information.)

President/CEO: _____ Signature: _____

Company/Organization: _____ Date: _____

Contact Person: _____ Title: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____ E Mail: _____

PARTNERSHIP for Family Involvement in Education

Send to: Partnership for Family Involvement in Education, 600 Independence Ave., SW, Washington, DC 20202-8173 or fax to 202-401-3036 to receive your Employers for Learning Promise certificate.

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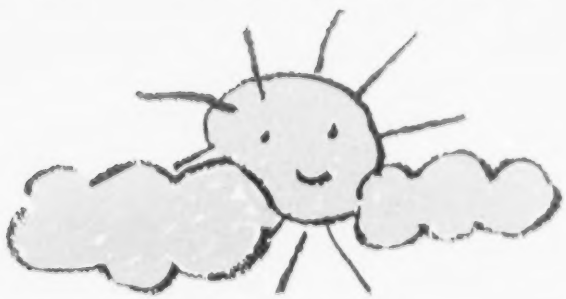

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Resource List

American Business Collaboration for Quality Dependent Care
Work/Family Directions
Development Corp.
930 Commonwealth Avenue West
Boston, MA 02215-1212
Phone: (617) 278-4000
http://www.wfd.com

Alliance for Parental Involvement In Education
P.O. Box 59
East Chatham, NY 12060-0059
Phone: (518) 392-6900

ACT, Inc.
One Dupont Circle, NW
Suite 340
Washington, DC 20036-1170
Phone: (202)223-2318

Ashland, Inc.
P.O. Box 391
Ashland, KY 41114
Phone: (606) 329-4734

BOOK IT! Program
Pizza Hut Corporation
P.O. Box 2999
Wichita, KS 67201
Phone: (800) 426-6548

The Business Roundtable
1615 L Street, NW
Washington, DC 20036-5610
Phone: (202) 872-1260

Discovery Communications
7700 Wisconsin Avenue
Suite 700
Bethesda, MD 20814
Phone: (301) 986-0444, ext. 4779

FamilyEducation Company
Education Today
20 Park Plaza
Suite 1215
Boston, MA 02116
Phone: (617) 542-6500, ext. 128
http://www.familyeducation.com

Families and Work Institute
330 Seventh Avenue, 14th Floor
New York, NY 10001
Phone: (212) 465-2044
http://www.familiesandwork.org

The Fatherhood Project
330 Seventh Avenue, 14th Floor
New York, NY 10001
Phone: (212) 465-2044
Fax: (212) 465-8637
http://www.fatherhoodproject.org

GTE
One Stamford Forum
Stamford, CT 06904
Phone (203) 965-3223

Hand in Hand
Institute for Educational Leadership
1001 Connecticut Avenue, NW
Washington, DC 20016
Phone: (800) 953-HAND
http://www.handinhand.org

Hewlett-Packard Company
1400 Fountaingrove Parkway
Santa Rosa, CA 95403
Phone: (707) 577-2845

Hemmings Motor News
P.O. Box 256
Bennington, VT 05201
Phone: (802) 447-9508
http://maple.sover.net/~hemmings/hmn/html

HIPPY USA
53 West 23rd Street, 6th Floor
New York, NY 10010
Phone: (212) 678-3500
http://www.c3pg.com

Home and School Institute
MegaSkills Education Center
1500 Massachusetts Avenue, NW
Washington, DC 20005
Phone: (202) 466-3633
http://www.megaskills.his.org

Hospital of Saint Raphael
1450 Chapel Street
New Haven, CT
Phone: (203) 789-3256
http://www.srhs.org

IBM Corporation
Old Orchard Road
Armonk, NY 10504
Phone: (914) 765-5705

John Hancock Financial Services
Box 111
Tower 17
Boston, MA 02117
(617) 572-6845

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Marriott International
One Marriott Drive
Washington, DC 20062
Phone: (301) 380-6856

MELD
123 North 3rd Street
Suite 507
Minneapolis, MN 55401
Phone: (612) 332-7563

National Alliance of Business
Center for Excellence in Education
1201 New York Avenue, NW
Washington, DC 20005
Phone: (202) 289-2888
http://www.nab.com

National Association of Child Care Resource and Referral
Agencies 1319 F Street, NW
Suite 810
Washington, DC 20004
Phone: (202) 393-5501

National Association of Partners in Education
901 N. Pitt Street Suite 320
Alexandria, VA 22314
Phone: (703) 836-4880

National Center for Family Literacy
Waterfront Plaza, Suite 200
325 W. Main St.
Louisville, KY 40202-4251
Phone: (502) 584-1133

National Coalition for Parent
Involvement in Education
Box 39
1201 16th Street, NW
Washington, DC 20036
Phone: (202) 822-8405
http://www.ncl.org

National PTA
330 North Wabash Avenue, Suite 2100
Chicago, IL 60611-3690
Phone: (312) 787-0977
http://www.pta.org

Parenting for Education
U S WEST Education Foundation
720 Olive Way
Suite 1725
Seattle, WA 98101
Phone: (206) 343-5200
http://www.choices.edfdn.org

Parents as Teachers National Center, Inc.
9374 Olive Blvd.
St. Louis, MO 63132
Phone: (314) 432-4330
http://www.patnc.org

Radcliffe Public Policy Institute
69 Brattle St.
Cambridge, MA 02138
Phone: (617) 496-3478
http://www.radcliff.edu/pubpol

Ridgeview, Inc.
Director of Human Resources
P.O. Box 8
Newton, NC 28658
Phone: (704) 464-2972, ext. 295

School Specialty
1000 N. Bluemond Drive
Appleton, WI 54194
Phone: (414) 734-2756, ext. 305

Southern California Edison
2244 Walnut Grove Avenue
Rosemead, CA 91770
Phone: (818) 302-3501

United Airlines
1200 E. Algonquin Road
Elk Grove, IL 60007
Phone: (847) 700-7777

U.S. Army
Assistant Deputy for Education & Transition Policy
600 Army Pentagon
Washington, DC 20310-0600
Phone: (703) 697-9186

U.S. Chamber of Commerce
Center for Workforce Preparation
1615 H Street, NW
Washington, DC 20062-2000
Phone: (202) 463-5525
http://www.uschambers.com

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Robin Hardman, Families and Work Institute
Tory Haskell, Families and Work Institute
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www.ed.gov

"Every 8-year-old must be able to read, every 12-year-old must be able to log on the Internet, every 18-year-old must be able to go to college, and all adults must be able to keep on learning. We must provide all our people with the best education in the world. Together, we must commit ourselves to a bold plan of action."

President Clinton

$3x+2y=28$

$3x=12$